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ABSTRACT

A collection of essays on bilingualism and its relationship to development of reading and writing skills includes: "Awareness of Text Structure: Effects on Recall" (Patricia L. Carrell); "Second-Language Readers' Memory for Narrative Texts: Evidence for Structure-Preserving Top-Down Processing" (Yukie Horiba, Paul W. van den Broek, Charles R. Fletcher); "The Relationship Between First- and Second-Language Reading Comprehension of Occupation-Specific Texts" (Janet Donin, Maria Silva); "Phonological Recoding in the First- and Second-Language Reading of Skilled Bilinguals" (Norman Segalowitz, Martine Hebert); "Language Proficiency, Writing Ability, and Composing Strategies: A Study of ESL College Student Writers" (Ann Raimes); "Writing Expertise and Second-Language Proficiency" (Alister Cumming); "Effects of First Language on Second-Language Writing: Translation versus Direct Composition" (Hiroe Kobayashi, Carol Rinnert); "Evidence of Transfer and Loss in Developing Second-Language Writers" (Joan Eisterhold Carson, Phyllis A. Kuehn); "Orality/Literacy and Group Differences in Second-Language Acquisition" (Lynne Hansen-Strain); "Effects on ESL Reading of Teaching Cultural Content Schemata" (Pamela Floyd, Patricia L. Carrell); and "Acquiring Literacy in a Second Language: The Effect of Book-Based Programs" (Warwick B. Elley). (MSE)

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